

GOLD HILL ELEMENTARY

1000 Dave Gibson Blvd.
Fort Mill, SC 29708

GRADES PK-5 Elementary School

ENROLLMENT 554 Students

PRINCIPAL Mrs. Terry Murray-Brewer 803-548-8250

SUPERINTENDENT Mr. TEC Dowling 803-548-2527

BOARD CHAIR Chantay F. Boulter 803-547-2034

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

EXCELLENT

Absolute Ratings of Elementary Schools with Students like Ours

Excellent

7

Good

0

Average

0

Below Average

0

Unsatisfactory

0

IMPROVEMENT RATING:

GOOD

ADEQUATE YEARLY PROGRESS:

YES

This school met 9 out of 9 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

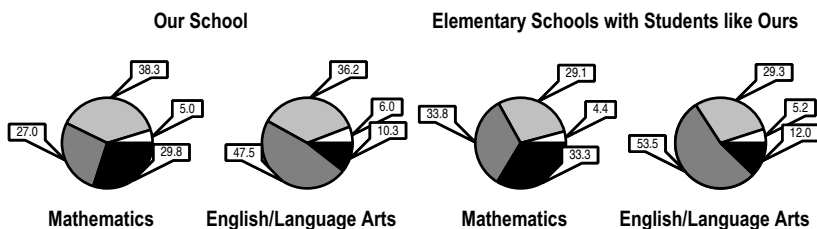
FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Excellent	Good	N/A
2002	Excellent	Good	N/A
2003	Excellent	Good	Yes
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

Advanced

Very high score; very well prepared to work at next grade level; exceeded expectations

Proficient

Well prepared to work at next grade level; met expectations

Basic

Met standards; minimally prepared, can go to next grade level

Below Basic

Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	37	101	72
Percent satisfied with learning environment	100.0%	90.1%	87.5%
Percent satisfied with social and physical environment	100.0%	87.1%	80.3%
Percent satisfied with home-school relations	100.0%	95.0%	93.1%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	298	99.0	6.0	36.2	47.5	10.3	57.8	17.6
Gender								
Male	141	98.6	8.2	37.3	47.8	6.7	54.5	17.6
Female	157	99.4	4.1	35.1	47.3	13.5	60.8	17.6
Racial/Ethnic Group								
White	285	98.9	5.9	35.5	48.0	10.6	58.6	17.6
African-American	7	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Asian/Pacific Islander	2	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	3	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	270	99.3	3.2	36.0	49.4	11.5	60.9	17.6
Disabled	28	96.4	31.0	37.9	31.0	N/A	31.0	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	298	99.0	6.0	36.2	47.5	10.3	57.8	17.6
English Proficiency								
Limited English proficient	2	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	296	99.0	6.1	36.1	47.5	10.4	57.9	17.6
Socio-Economic Status								
Subsidized meals	19	100.0	5.6	44.4	50.0	N/A	50.0	17.6
Full-pay meals	279	98.9	6.1	35.6	47.3	11.0	58.3	17.6

Mathematics								
All students	298	99.0	5.0	38.3	27.0	29.8	56.7	15.5
Gender								
Male	141	99.3	3.7	37.3	26.1	32.8	59.0	15.5
Female	157	98.7	6.1	39.2	27.7	27.0	54.7	15.5
Racial/Ethnic Group								
White	285	98.9	4.8	37.7	27.5	30.0	57.5	15.5
African-American	7	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Asian/Pacific Islander	2	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	3	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	270	98.9	4.3	35.6	27.7	32.4	60.1	15.5
Disabled	28	100.0	10.3	62.1	20.7	6.9	27.6	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	298	99.0	5.0	38.3	27.0	29.8	56.7	15.5
English Proficiency								
Limited English proficient	2	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	296	99.0	5.0	37.9	27.1	30.0	57.1	15.5
Socio-Economic Status								
Subsidized meals	19	100.0	N/A	50.0	38.9	11.1	50.0	15.5
Full-pay meals	279	98.9	5.3	37.5	26.1	31.1	57.2	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	88	N/A	5.7	19.5	65.5	9.2	74.7
	Grade 4	100	N/A	4.1	36.7	54.1	5.1	59.2
	Grade 5	101	N/A	5.0	39.0	53.0	3.0	56.0
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	93	98.9	2.2	15.7	56.2	25.8	82.0
	Grade 4	101	98.0	11.8	36.6	47.3	4.3	51.6
	Grade 5	104	100.0	4.0	54.0	40.0	2.0	42.0
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	88	N/A	4.5	30.7	43.2	21.6	64.8
	Grade 4	100	N/A	12.1	24.2	37.4	26.3	63.6
	Grade 5	101	N/A	7.0	41.0	31.0	21.0	52.0
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	93	98.9	N/A	37.1	25.8	37.1	62.9
	Grade 4	101	98.0	1.1	38.7	29.0	31.2	60.2
	Grade 5	104	100.0	13.0	39.0	26.0	22.0	48.0
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 554)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	2.1%	Up from 0.4%	0.9%	2.4%
Attendance rate	96.3%	Down from 97.0%	96.6%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	34.5%	Down from 41.5%	48.4%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	3.0%	Up from 2.9%	5.8%	8.0%
Older than usual for grade	0.5%	Up from 0.4%	0.5%	1.1%
Suspended or expelled	0.0%	No change	0.0%	0.0%

Teachers (n= 39)				
Teachers with advanced degrees	59.0%	Down from 62.5%	60.7%	50.0%
Continuing contract teachers	84.6%	Down from 92.5%	88.9%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	70.7%	Down from 76.2%	90.8%	86.2%
Teacher attendance rate	96.7%	Up from 94.0%	94.8%	95.3%
Average teacher salary	\$42,690	Up 0.5%	\$43,636	\$39,909
Prof. development days/teacher	11.0 days	Down from 14.4 days	11.0 days	11.4 days

School				
Principal's years at school	2.0	Up from 1.0	2.0	4.0
Student-teacher ratio	17.6 to 1	Down from 17.8 to 1	21.1 to 1	18.9 to 1
Prime instructional time	91.3%	Up from 88.6%	90.3%	89.7%
Dollars spent per pupil*	\$6,394	Up 22.1%	\$6,048	\$5,892
Percent spent on teacher salaries*	69.6%	Down from 72.9%	69.9%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

This has been a productive year for our students and staff. Amid the challenges of enrollment growth and a shrinking budget, GHES has remained committed to continuous improvement. Some of our accomplishments include the following:

The school received the Palmetto Gold Award recognizing student achievement; A National Board Certified Teacher was recognized, and an additional candidate for National Board Certification was added;

In the fall of 2002, 2nd and 5th graders were administered the Terra Nova Achievement Test. Score results showed that GHES students exceeded the national percentiles in math, reading, and language arts;

100% of our classes participated in service learning activities which included such projects as Jump Rope for Heart, Quarters for Cure with the Arthritis Foundation, a food drive for the Fort Mill Care Center, Pennies for Pets, and shoeboxes for Operation Christmas Child;

GHES earned all "A's" in the Fort Mill Litter Task Force Clean Campus Program;

Second graders learned basic swimming and water safety skills; and

Our school nurse offered CPR classes for students, parents, and community members to increase safety and informed responsive action in emergency situations.

Our priorities remain constant: safety; improved student academic achievement; character education; and parent and community involvement. Our current goals include the implementation of standards-based instruction, the integration of technology across the curriculum, the emphasis on good character attributes for character education, strong instructional leadership, staff development, and continued parent and community involvement. In the 2003-2004 school year we will continue to enhance our school facility. We expect to start school in August with more space. Current construction projects include the addition of a new gym, new art and music classrooms, 15 additional new classrooms, a new playground, and extensive renovations that are planned for the existing facility.

We appreciate our many parent and community volunteers and the impact that they have on our school's success. GHES will continue to work toward continuous improvement of our instructional program. We seek to ensure that our students have the skills that they need to succeed in a rapidly changing world.

By working together, we continue to support the District priority of "Children First".

Terry Murray-Brewer, Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.